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S.M.I.L.E.: AN EVALUATION OF AN ALBERTA EDUCATION E.O.F. ALTERNATIVE JUNIOR HIGH SCHOOL PROGRAM

by

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Supervisor

Date June 29, 1983

ABSTRACT

The purpose of this study was to provide an evaluation, based on Robert E. Stake's Countenance Model of Evaluation, of the S.M.I.L.E. (Students Meeting Integrated Life Experiences) Program implemented by the Strathcona County Board of Education. This evaluation covers a period of program operation from September, 1979 to June, 1982. While all major components of this program were examined to varying degrees, the emphasis in this evaluation was on the students who went through the program during this period and on what they are doing at the present time. The evaluation considers the two general objectives of students continuing with their education (school) after leaving the program and of students becoming, and remaining, gainfully employed after leaving the program. The S.M.I.L.E. program provided an excellent opportunity for a longitudinal study of the effects of an alternative E.O.F. (Educational Opportunities Fund) junior high school program on its clients.

It was the judgement of the evaluator that the cost of the program far outweighed the results obtained in that a significant number of students did not meet either or both of the general objectives. The primary recommendation, therefore, was that the S.M.I.L.E. program be terminated.

For Judith

Tracy Jennifer

Christopher Lee James

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CHAPTER 1

> An evaluation is a process by which relevant data are collected and transformed into information for decision making. Evaluation is successful insofar as the information it generates becomes part of the decision making process in education.
>
> (Cooley and Lohnes, 1976:3)

INTRODUCTION

RATIONALE

When a specialized program is introduced into an educational system, steps must be taken to determine whether or not the program is meeting any or all of the objectives set down for it. The results received from an evaluation should be made available to the sponsoring agencies to allow them to reach objective decisions concerning the format and/or continuation of the program. Therefore this evaluation is:

1. To provide Alberta Education (Educational Opportunities Fund) with an evaluation.
2. To provide the Strathcona County Board of Education with an evaluation.
3. To determine whether the program is successful in meeting the objectives set for it.

OBJECTIVES OF THE EVALUATION STUDY

One aspect of program evaluation is to collect evaluative data from which to judge the adequacy of each component. It must revise, delete, modify, add to, or confirm the efficacy of the program. The evaluation objectives are therefore:

1. To assemble relevant information that will assist the evaluator to make decisions regarding whether;
   a) the objectives of the program were met.
   b) the needs of the students were met.
2. To provide information for sponsoring agencies to enable them to make objective decisions regarding the continuation of the program.
3. To make recommendations for change, if necessary, pertaining to design or operation of the program.
   a) may relate to changes in program;
      i) subjects offered,
      ii) format,
      iii) options offered,
      iv) which areas to stress. (academic/vocational)
   b) may relate to changes in staff;
   c) may relate to type of student admitted to the program.

DESCRIPTION OF THE S.M.I.L.E. PROGRAM

The S.M.I.L.E. program (Students Meeting Integrated Life Experiences) was introduced into the educational system of the Strathcona County Board of Education on August 29, 1979. Two centers were opened, one being in Sherwood Park and the other being in Fort Saskatchewan.

The center in Sherwood Park, which is located in the south central section of the County, was opened in Broadmoor School. This

school is a small school with its own grounds located in the center of a recreational complex consisting of a swimming pool, ice arena, and a gymnasium/racquetball courts complex. This school consists of two classrooms, two ancillary rooms, three offices, and one staff room. These rooms are located either in the basement or on the main floor. It was originally staffed by two teachers and three teacher aides. It is now staffed with two teachers, one teacher-psychologist, and two teacher aides. Broadmoor School had an initial enrollment of thirty students.

Sherwood Park itself is a middle class suburban community of approximately twenty-eight thousand inhabitants. It is just east of a major Alberta population center and contains most of the amenities such as shopping centers, and recreational facilities.

The center in Fort Saskatchewan, which is located in the north eastern section of the County, was opened in Fort Saskatchewan Junior High School. This school is a large junior high school with the S.M.I.L.E. program being allocated a large ancillary room as the site of the program. This center was staffed by one teacher and two teacher aides. This center had an initial enrollment of ten students.

The town of Fort Saskatchewan is a rural-urban center with a population of approximately eight thousand people and is governed by a mayor and town council. Schools located within the boundaries of the town are administered by the Strathcona County Board of Education.

There appears to be a group of young people who are not receiving the type of assistance they require to enable them to function

productively either in a junior high school setting or in the world of work.

These students have very poor attendance records at school, usually in excess of twenty percent absenteeism, and are resistant to school and authority to such an extent that enforced attendance at school does not further their education in a regular classroom to any appreciable extent.

A history of deteriorating academic achievement has progressed to the point that it is extremely difficult for these students to develop positive attitudes toward school and others or to develop positive self-concepts.

Enforced continued attendance in a regular junior high school program would only be detrimental to the welfare of other students. It is with these criteria in mind that the following rationale were given.

1. The young people concerned are capable of, and in need of, further education.
2. They are resistant to school and to authority to such an extent that enforced attendance at school, even if it were possible, does not further their education, nor enhance their work skills, to any appreciable extent.
3. Given time and opportunity to work through the problems they are experiencing in coming to terms with authority and institutional demands, they are capable of attending a normal high school or holding a full time job and profiting from that experience.

4. A complete break in their school experience, either through expulsion or permitted non-attendance, decreases the probability that they will attend high school or become gainfully employed at a later date.
5. An alternative form of education, less rigid in structure and requirements, and with a heavy emphasis on counselling and personal growth, would increase the probability of their subsequent attendance at high school or becoming a productive member of the labor force.

The objectives for the S.M.I.L.E. program may be generalized to two broad areas. The first of these it to equip or prepare the student to enter high school and the second is to equip or prepare the student for productive employment in the world of work. However, the psychological profiles of students entering the program are usually such that much more in-depth counselling is required before they are able to function in either setting productively. As a result of a perceived lack of motivation and responsibility on the part of the students the following objectives were drawn up.

1. To assist the student to learn to tolerate reasonable regulations and routines such as are required in senior high school or the world of work, and to accept and be able to work with adults in authority roles.
2. To assist the student to assess his/her needs and capabilities realistically and to work out realistic life goals.

3. To assist the student to improve his/her performance in the basic skills of communication and computation to levels commensurate with their intellectual ability.
4. To assist students to achieve sufficient motivation for education or employment so that they will subsequently attend school or be gainfully employed.

CASE HISTORIES

The following case histories are being included to provide examples of the types of students that were admitted to the S.M.I.L.E. program at Broadmoor Junior High School.

Case History - One

At the time of his admission to the program, this male was fifteen years and seven months old. He was small in stature, fine boned with light brown hair. This student suffered from asthma and had a history of medical problems, emotional problems, and legal (i.e. the police) problems. For the time in school (junior high) before this special program he had accomplished virtually nothing academically although he had above average ability. This student could be pleasant, especially if he wanted something, and was much easier to talk to on a one-to-one basis as opposed to a group situation where he felt the need to "show off".

He experienced poor attendance at his "home" school and continued to exhibit the same pattern in the special program, attaining a thirty-eight percent attendance rate. There was very little support from the home as it was very unstable at the time. The parents were in

the middle of a divorce/separation and each had their lover living in the family home. A few years prior to this an older brother had been murdered.

This student eventually left the program to "live with some guys and work". He was out of the program for one and a half months but "didn't like it" and asked to return to the program. This student was somewhat aggressive and got into fights "protecting" his girlfriend from suspected abuse from other students.

He continued his pattern of poor attendance and also became more overt in his use of drugs, more often than not being at school and and in class "stoned". He had a "no" attitude to school authority and felt that the staff had to become more "mellow". He was continuallly in trouble at the high school where he "hung out".

He was finally suspended from the program for his behaviors and attitudes and shortly after his suspension was reported to the police by his mother and was charged with "trafficking" (drugs) and sentenced to an institution. The school has since lost track of him.

Case History - Two

At the time of her admission to the program, this female was fifteen years and one month old. She came from a broken home which was the result of the father being alcoholic. The mother had remarried by the time the student had entered the program. This girl had run away from home on several occasions and used the threat of this as a weapon to get her way. She could be very personable, talking her way out of

bad situations or talking her way into situations she wanted to be involved with.

This student had a minor involvement with drugs. She was caught "toking" in a car in the school parking lot, and when questioned, began to cry and promised she wouldn't do it again if only she would be given a break. She was given a break and responded by working hard and adopting a very positive attitude toward school and positive behaviors toward peers and staff.

Her attitudes and behaviors remained positive throughout her stay in the program although she thought the S.M.I.L.E. program was "beneath" her. She was very well groomed and well dressed and was very conscious of her social status. Because of this she did not always get along well with her peers.

She was frequently bothered by her natural father only contacting her when he was intoxicated and only them to call her names and argue and fight with her. She was also sexually active, a fact acknowledged by her mother and step-father, and frequently requested guidance regarding her "current" boyfriend's infidelities.

As mentioned earlier, this student did receive a "break" and responded by working hard and staying on good terms with the staff. She completed the program at Broadmoor and continued on to high school, from which she should be graduating in 1983.

Case History - Three

At the time of her admission to the program, this female was fifteen years old. She was recommended to the program with the warning

to the staff that she was totally out of control. She was an adopted "middle" child and had a history of running away from home. She had a short attention span and was easily frustrated, this frustration manifesting itself in an explosive temper which she directed toward anyone in her way, family or friends.

She was in the program for twelve weeks and attended a total of fifteen days. She stated that her behavior and attitude were good for the first three weeks to show everyone that she could do it. After this period the school could no longer control her. She was finally given time off to look for a job on the condition that if she did not find one she was to return to school. She did not get a job but would not return to school.

At this point she was diagnozed as manic depressive/schizophrenic, apprehended, and placed in an institution (in a lock-up situation).

Case History - Four

At the time of his admission to the program, this male was sixteen years old. This student was the last of seven children in his family and was very pleasant and personable. The fact that he was "spoiled rotten" was admitted to by all family members, but nothing was done to change the situation. He was a group leader and the other students tended to do as directed by him.

He usually came to school "stoned" but after several discussions with a staff member he ceased this practice. He could work well when he wanted to but felt that by the time he got to high school

he would be too old (eighteen) for grade ten and as a result was not too enthusiastic about working toward high school entrance.

During this time he was having trouble with the police, being charged with, and convicted of, offenses such as illegal possession of alcohol and possession of a restricted drug.

He was in the program for five and a half months and during that period showed good attendance but did not accomplish much academically as he couldn't see any benefit to continuing. Upon leaving the program, this student found a job and has remained in that job to the present where he is on an apprenticeship program. He has returned to the school to visit and ask advice several times since leaving.

As shown above, the typical student is generally somewhat confused about where they are going, unstable in their relationships with peers and others, with a large percentage of them coming from unstable environments (homes). These people could be very nice and rational on a one-to-one basis but be the opposite in a group situation where they felt the need to show off for their peers. These people are also sadly lacking in the basic academic skills, self esteem, and self-confidence.

According to Cooley and Lohnes (1976) one of the tasks in any evaluation is "to show how the individiual differences that exist among students entering alternative educational programs foreshadows differences in learning outcomes." They go on to suggest that perhaps

no one educational program, alternative programs included, is best for all students.

SOURCES OF INFORMATION, METHODS OF COLLECTION

Information upon which to base a decision regarding the success or failure of the program was gleaned from several sources such as the program teaching staff, parents, students enrolled in the program, the teacher aides, and the principals and/or counsellors of feeder schools.

For the first two years (1979-1980 and 1980-1981) the teaching staff were asked for a written summation of their opinions, beliefs, and recommendations for that particular year. During the third year (1981-1982) of the program the staff were interviewed by central office personnel and the results of these interviews were included in the school inspection carried out by central office.

Anderson and Ball (1978) have stated that surveys are a major tool of evaluation and may take several forms ranging from personal or telephone interviews to questionnaires and observations. During year one of the program it was decided to construct two questionnaires, one for the students and one for their parents.

In year one of the program the parents were asked to respond to the questionnaire upon coming to a parent-teacher conference. The questionnaire was constructed in a manner that left two questions open ended for the parents to set down their over-all opinion of the program. The parents also had the option of discussing these last two questions with the staff. The same questionnaire was used in year two of the program in the same manner except that the interviews were with several

members of the central office staff, specifically Pupil Services personnel. In year three of the program parents were not asked for input as to the effectiveness of the program. For years one and two of the program, the student questionnaires and interviews were handled in much the same manner as were their parents.

The teacher-aides were asked for their perceptions of the program only in year one. At that point in time there were five aides involved in the program, three at Broadmoor Junior High School and two at Fort Saskatchewan Junior High School.

As well, and again only in year one of the program, the Principals and/or guidance counsellors of various feeder schools were asked for their opinions as to how the establishment of the program at Broadmoor Junior High School had affected general school climate, administrative time, and counselling time.

The information received from these sources was used by Pupil Services personnel in central office to assess the effectiveness of the program for a particular year. As the Strathcona County Board of Education chose to carry out a full school inspection during year three of the program, no surveys of parents or students were undertaken that year.

Anderson and Ball (1978) also state that surveys could take the form of content analysis of records. These records could be for day to day academic performance, attendance at school or on the job, anecdotal records, or a comparison of pre-test and post-test results of achievement testing. Upon entering the S.M.I.L.E. program, the students

were given the Stanford Achievement Test, Form A and upon leaving the program, the Stanford Achievement Test, Form B was administered. As the program developed through years one, two, and three other test results were added to the students file to achieve an over-all view of how a particular student was progressing.

While the results of these questionnaires, interviews, and tests are of some significance, and while this evaluation is based on Stake's Countenance Model of Evaluation, the main focus, and therefore the main basis for decision, will be centered on those students who have passed through the program from 1979 to 1982 and on what they are doing at present. Cooley and Lohnes (1976:4) have written that "Education is a synthetic process of long duration and complex interactions, the minimal duration usually being one academic year. More often, the evaluated system should span several academic years." In this evaluation, "program" can replace "system" in that an opportunity is present whereby it is possible to follow students from their "second chance" entry to the S.M.I.L.E. program, at Broadmoor through to high school and/or into the working world. In effect, a longitudinal study. Has the time spent by the students in the S.M.I.L.E. program aided him/her to function in a more positive and productive manner in society?

CHAPTER 2

> Evaluative inquiry contributes needed information to the process of making decisions about the value of different learning outcomes and of different means of obtaining selected outcomes.
> (Cooley and Lohnes, 1976:339)

ANTECEDENTS

HISTORY OF EDUCATIONAL EVALUATION

According to Lavelle (1979) there are three distinctive eras to present day evaluation. The first is from early civilization to the 1930's. The second era covers the period of time from the 1930's to the 1950's, and the third era covers the time period from the 1960's to the present.

The first era, of course, deals with early Chinese and Greco-Roman systems of evaluation which were either written or verbal examinations of individuals involved in the service process. These service processes could range from government operations to instructional (educational) programs. This first era would cover a considerable time span with but a few notable occurances such as Joseph Rice's 1897-1898 comparative study of the spelling performance of students in an urban school system (in Worthen and Sanders, 1973:2). It should be noted here that there is necessarily a distinction between formal evaluation procedures and informal evaluation procedures, although both do, in fact, evaluate. Formal evaluation procedures would

be based on systematic definitions of criteria and the gathering of as accurate information as possible on which to reach decisions as to the worth of a given program or system. Worthen and Sanders (1973) go on to discuss informal evaluation as a form of "choosing". They believe that this type of decision is usually private, meaning that one person makes the choice, is usually very impressionistic, meaning that the choice is made on surface values or occurances, and that the information gathered is usually inaccurate.

Worthen and Sanders (1973) believe the next period in the development of evaluation procedures and thought (1930's to the 1950's) centers around firstly, the Eight Year Study done by Smith and Tyler in the 1930's which made use of measurements such as tests, scales, and questionnaires as a basis for evaluating the achievement of curricular objectives. This work appears to have been the framework upon which the subsequent efforts of evaluators were based. Secondly, the accreditation movement, which gained in strength during this period and resulted in schools and colleges being formally accredited, this accreditation being based on "quasi-evaluation" processes.

It was during this period also that several factors arose that affected the development of educational evaluation. According to Popham (1975), some of these factors were a growing dissatisfaction with public education (after all, who put the first satellite up?), a shift in the financial control from local to national governing bodies, a loss of educational revenue due to recession, and a trend toward decentralization of control. Upon review of these factors it should be apparent that the general population wished to know whether they were

getting their educational dollar's worth. Educational accountability had come of age. What better way to account than through evaluation?

Lavelle (1979) states that the third era, to the present time, is "characterized by implementation of the judgement component of evaluation models and formulation of a conceptual framework for curriculum evaluation", and that there is "a trend towards decision making strategies, system analysis models, and naturalistic or case study approaches." It would appear that, as with educational programs in general, the pendulum of thought swings to and fro with the pendulum of evaluative thought swinging from a very structured approach to evaluation (achievement of behavioral objectives) to a loosely structured approach to evaluation, as in the longitudinal case study procedures. Indeed, MacKay and Doherty (1982) state in their evaluation of the E.O.F. (Jr. High) program for Alberta Education that "if ever an opportunity for a longitudinal study of a special category of Alberta school students existed, it surely does with the E.O.F. program".

A review of the current literature would suggest that, rather than use any one model, the best approach would be to use the applicable parts of several models in order to design an evaluation instrument most suited to the program being evaluated. Indeed, Popham (1975) believes "a more eclectic approach will be adopted whereby one selectively draws from the several available models those procedures or constructs that appear most helpful."

Berk (1981) believes that evaluators must "(1) constantly rethink evaluation procedures in light of changing conceptions and results of past efforts, and (2) focus on discovering why an educational

program succeeds or fails, not just whether it does." This opinion is based on the belief that evaluating an educational program has become increasingly more complex.

MODELS OF EVALUATION

Popham (1975) believes there are four general classes of educational evaluation models, most of which were developed in the 1960's and 1970's. These are:

1. The Goal-Attainment Models
2. The Judgemental Models Emphasizing Intrinsic Criteria.
3. The Judgemental Models Emphasizing Extrinsic Criteria.
4. The Decision-Facilitation Models.

Worthen and Sanders (1973), on the other had, have listed three general classes of educational evaluation strategies. These are:

1. Judgemental Strategies.
2. Decision-Management Strategies.
3. Decision-Objective Strategies.

By combining two of the classes suggested by Popham, it would appear that each classification grouping of each author could be closely matched, with only the odd exception. The two that could be combined are the two judgemental models, intrinsic and extrinsic. However, it is important to note several points regarding the intrinsic model so we will go on to discuss the four general classes of educational evaluation.

Lavelle (1979) has stated that concepts of judgement, progress evaluation, formative and summative evaluation, pay-off evaluation, and comparing effectiveness of programs have led evaluators to the current

judgemental approaches to educational evaluation. Evaluators are now not only considering the objectives of a program but also the worth of the objectives in the belief that if the objectives are worthwhile then the results will be worthwhile. The following then, is a summation of the four general classes of educational evaluation as propogated by W. James Popham.

1. Goal Attainment Models

These models see evaluation as the determination of the degree to which an instructional program's goals were achieved. This particular visualization of educational evaluation is exemplified by the Tylerian approach (The Eight Year Study by Ralph W. Tyler) whereby goals are developed and changed into measurable (behavioral) objectives. More recently, Robert L. Hammond has developed a five step approach to evaluation which attempts to define more clearly the independent variables which may be important when considering the achievement of objectives. His five steps can be summarized as:

a) What to evaluate
b) Defining variables. (both institutional and instructional)
c) Specifying behavioral objectives.
d) Assessing behavior. (relating to objectives)
e) Analysis of results. (Goal-attainment)

2. Judgemental Models Emphasizing Intrinsic Criteria

In this model type the results of the evaluation depend very much on the evaluator's judgement or opinion. The decision reached is often based on process criteria. That is, the program is set and operating and the evaluator looks at what is going on. There are no external circumstances or variables that are considered. This type of evaluation is considered by the practitioners in the field to be in common usage but that it is too haphazard to be of value. It is this author's opinion that the evaluations related to the S.M.I.L.E. program were of this type in that they did not seem to follow any particular model or models of evaluation, dealing primarily with what was occurring in the program and not with the outcomes. From the above discussion it should be evident that there are no clear cut examples of this model type and also that this type of evaluation procedure is rapidly falling into disfavor as new and better evaluation models are developed.

3. Judgemental Models Emphasizing Extrinsic Criteria.

Worthen and Sanders (1973) believe that an evaluator should be "eclectic", choosing the best features of several models and combining them into an evaluation plan most suited to the program being evaluated. Popham (1975) agrees with this approach, saying "a more eclectic approach will be adopted whereby one selectively draws from the several available models those procedures or constructs that appear most helpful." Both Popham (1975) and Worthen and Sanders

(1973) believe the model developed by Michael Scriven and the model developed by Robert E. Stake are the best examples of judgemental models emphasizing extrinsic criteria. Both writers hold that a complete understanding of the process aids in making subtle judgements about a program and that one should not be tied down to whether or not a specific objective or goal was attained. Both models look at the outcomes, both intended and anticipated, to determine a program's worth. Popham (1975:28) states

> the chief advantage of goal-free evaluation is that it encourages the evaluator to be attentive to a wider range of program outcomes than might be the case with a goal-based evaluator who has been unduly influenced to look for project results consonant with project aims.

4. Decision - Facilitation Models.

The orientation of these models is toward assisting educational decision makers in that the evaluators strive to collect and present information needed by someone else who will then make a decision determining the worth of a program. These evaluators view the final determination of success or failure as the task of the decision makers and not theirs. These models are information gatherers and compilers. Popham (1975) believes the best example of this model is that designed by Daniel Stufflebeam and Egon Guba and known as the CIPP model. This model encompasses four types of evaluation:

1. Content evaluation, which identifies problems and/or unmet needs in an educational setting.
2. Input evaluation, which provides information regarding how to employ resources to achieve program objectives.
3. Process evaluation, which identifies any defects in the procedural design.
4. Product evaluation, which measures and interprets the attainments resulting from a specific instructional program.

Lavelle (1979) states the CIPP model is "primarily an administrative model," and

> uniquely defines evaluation as 'the process of delineating, obtaining, and providing useful information for judging decision alternatives' (Worthen and Sanders, 1973:129). Evaluation can be formative or summative in Stufflebeam's framework. That is, it can describe either the program development or the program's ultimate success.

A second example of this model type is the C.S.E. (Center for the Study of Evaluation - U.C.L.A.) model developed by Marvin C. Alkin. This model is similar to the CIPP model in that both the process and product are evaluated but the C.S.E. model package has instructional materials and other resources to aid in its use.

A last example of this model type is the Discrepancy Model as designed by Malcolm Provus. There are five stages to

this evaluation procedure; design, installation, process, product, and program comparison. As may be divined from its name, this model looks at discrepancies between posited standards and actual performance. Lavelle (1979) believes one advantage of this model is that specific procedures are clearly defined for each stage. However, Stufflebeam (in Provus, 1971:103) wonders whether the model "could be generalized to apply to situations" in the larger educational setting.

The above mentioned evaluation models all display both disadvantages and advantages to their use. As this evaluation is meant to reach a judgement concerning an educational program, it was decided to use one of the judgemental strategies as discussed earlier. The Countenance Model as developed by Robert E. Stake was chosen for the following reasons:

1. The components can be graphically laid out so as to present a grid or matrix in which to set the data retrieved from the program.
2. The components of the matrix are concisely defined.
3. This model has been used in the evaluation of a few widely divergent programs, demonstrating that it can be adapted (generalized) to fit a wide variety of evaluation situations.

EVALUATIONS USING STAKE'S MODEL

Lavelle (1979) in her evaluation of the Edmonton Uncles at Large program states that several authors have in fact urged the use of

Stake's model in evaluations but that in reality only a few evaluations have done so. Worthen and Sanders (1973) feel it is rare that one particular model or approach is used in any program evaluation thus lending credence to Lavelle's finding that "it is even more rare to find Stake's model used alone." Several evaluators (Mills and Crawford, 1973, Allen, Balcom, Lupart, and Rossiter, 1978. in Lavelle, 1979:16-17) have used various components of the model in conjunction with a selection of instruments and approaches unique to each program evaluation. A conclusion may be drawn, then, that the Countenance Model may be more generally used as an organizational structure for an individual program evaluation with other evalutation techniques added as necessary.

EVALUATIONS AT BROADMOOR SCHOOL

As this will be the first evaluation of the S.M.I.L.E. program using a recognized evaluation model, it is perhaps best at this time to review previous evaluations of this program carried out during years one, two, and three of the program.

The Year One Evaluation

As stated earlier, the evaluations in years one and two (1979-80 and 1980-81) did not follow any particular evaluation design but relied on written input from staff and on parent questionnaires and pupil questionnaires. In the year one evaluation (prepared by C.D. Clark) there was also an attempt to compare school attendance ratings of pupils before and after entry to the program. The results of this comparison showed that prior to entry only seven of the students achieved a 90% or better attendance rating while thirteen students

attended less than 50% of the time. The remaining students' attendance ranged between 50% and 89% with the majority of these in the 50% to 69% range. After participation in the program for a period of time this percentage profile reversed itself, with thirteen students attending 90% or better of the time and only five attending less than 50% of the time. The remaining students attendance ranged between 50% and 89% with the majority being in the 70% to 89% range. Student attendance was seen as having been improved. The year one evaluation also attempted to evaluate student academic performance and came to the conclusion that 55% of the students had shown academic improvement.

Student behavior was also mentioned with the indication being that approximately 50% of the students showed improved behavior while about 35% showed no change. The main problem with these statistics, with the exception of attendence, is that the data analyzed were very subjective in that most changes stated were "in the opinion of the staff" and not necessarily based on any objective facts or test results. The results of the parent questionnaires showed that the parents were supportive of the program while the results of the student questionnaire proved to be not quite as positive although accepting of the program.

The Year Two Evaluation

The year two (1980-81) evaluation was conducted by senior administrative personnel working out of the Strathcona County Board of Education central office. This evaluation also made use of parent and pupil questionnaires, and interviews with same, written input from staff, and attendance percentages. Two new items were added to this

evaluation; follow-up on students from year one of the program and an analysis of pre- and post- Standardized Academic Achievement testing.

A comparison of the average attendance for year one and year two showed the average pupil attendance to have improved slightly to 81.5%.

An analysis of the pre- and post- Stanford Achievement Test showed the average gain for the entire class in all sub-test areas to be as follows:

Vocabulary	4 month gain
Reading Comprehension	11 month gain
Math Concepts	3 month gain
Math Computation	9 month gain
Math Application	11 month gain
Spelling	11 month gain
Language	2 month gain

Further, the average gain in all areas was shown to be seven months. The concensus of the year two evaluators appears to be that the program is popular with the parents and with the students and is meeting a perceived need in the school system.

The School Inspection

The year three (1981-82) evaluation was a full school inspection undertaken be several senior administrative personnel, chaired by W. W. Sime, and considered all aspects of school operation from administration to facilities and caretaking. This inspection (Sime, 1982) resulted in two final recommendations as follows:

1. That the Broadmoor Junior High School program continue for the 1982-83 school year.
2. That Central Office research the problem of appropriate programs for underachieving and non-conforming junior high pupils and by March 1, 1983 provide to the Superintendent a number of alternatives inclusive of the Broadmoor program.

The inspection goes on to summarize that

> The E.O.F. Program was hastily introduced because of the late announcement of available funding. The program was innovative and previously untried in this system. The principal was new to administration. Teachers, initially two, had only ten days to prepare a program. The success of the program can be attributed to the enthusiasm of the teachers and the support of Central Office."
> (Sime, 1982:20)

All three of the evaluations concluded that the program was successful in meeting the needs of this segment of the student population but that much could be done to improve the program.

CHAPTER 3

> Countenance, n. (lit., way one holds oneself, hence bearing, demeanor, countenance), 1. the expression of the face. 2. the face; facial features; visage (Webster's New World Dictionary, 1968)

THE EVALUATION PROCEDURE

STAKE'S COUNTENANCE MODEL

The model suggested by Stake for conducting educational evaluations was presented in a paper entitled "The Countenance of Educational Evaluation" (Popham, 1975) and as a result this model became known as the Countenance Model. This model consists of two major operations. The first of these is description. This not only involves the description of measurement instruments used to determine student progress toward academic objectives, for example normed achievement tests and teacher designed classroom tests, but also a description of the program and how these two interrelate to develop habits, skills, and, more importantly, attitudes that permit an individual to function productively in society.

The second major operation is that of judgement. Stake believes that, though few evaluators wish to make judgements based on the results of their evaluations, "judgement" will become an important function of future program evaluations. These judgements should also reflect the positive and negative aspects of a program as perceived by

those groups having a vested interest in education, such groups being teachers, parents, students, or curriculum specialists.

When using this evaluation strategy, three sources for information should be investigated. Stake (in Worthen and Sanders, 1973:112) believes these to be antecedents, transactions, and outcomes. Antecedents are defined as conditions existing prior to instruction that may relate to outcomes. An example may be a very negative school history, or no follow-up by the school authorities. Next, transactions are defined as that which constitutes the process of instruction. In this evaluation this is the program as presented at Broadmoor Junior High School and the resultant interactions of students with staff, students with their peers, or parents and staff. Finally, outcomes are defined as the effects of an instructional program. In this evaluation the outcomes may be that a student dropped out of school, or completed the program but did not go on, or completed the program and went on to high school. Outcomes may also outline the impact the program of instruction had on administrators, teachers, and significant others. Outcomes may also weigh the cost of the program as compared to the results achieved.

Figure 3.1 shows a graphic presentation of the Countenance Model depicting the description data and judgement data required by the educational evaluator. (page 29)

As you can see from figure 3.1, the description matrix is divided into two sections, intents and observations.

"Intents" is a priority listing of all that may happen or what the program developer plans to have happen. Intents may be statements

of very general goals or statements of very specific goals. An example of the former may be "that the student be able to function productively in society", while an example of the latter may be "the student will be able to complete an application for employment".

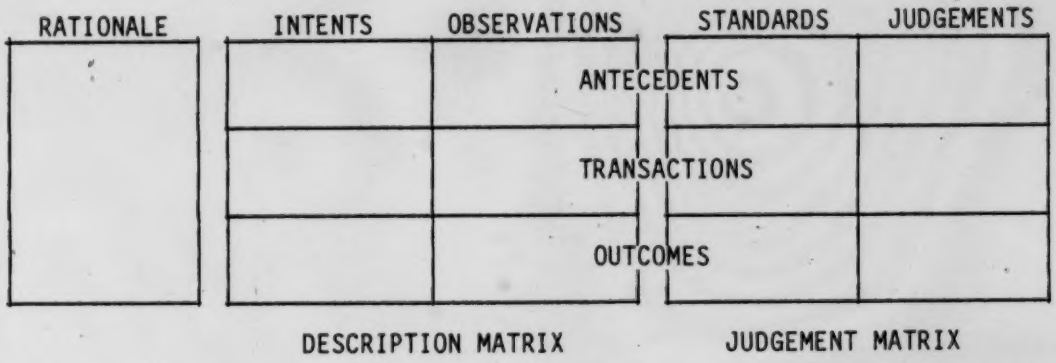


fig. 3.1 Stake's layout of statements and data needed by educational evaluators.

Secondly, "observations" are a description of the learning environment and events and the subsequent results. Again, these "observations" describe both the intended consequences and the unintended consequences.

Stake also divides the judgement matrix of his model into two sections; one being "standards"; the other being "judgements". Stake (in Worthen and Sanders, 1973:120) believes that "no school can evaluate the impact of its program without knowledge of what other schools are doing in pursuit of similar objectives.", and that standards vary from group to group but as long as it is known what standards are held by whom an evaluation can proceed.

The second division, judgements, can again be divided into two parts. An evaluator can judge a program based on absolute standards as exemplified by one program versus standards not associated with any one program or he can judge a program based on relative standards as exemplified by one program versus another like program. From a combination of these standards, a judgement can be formulated upon which a recommendation can be based and presented.

CHAPTER 4

> Evaluation involves unavoidable decisions, to report this, but not that, to measure these things, but not those, to question these people, but not those, and so on. Neither the artist nor the scientist can observe everything in a scene or event, giving equal weight and no special significance to particular points.
> (Harlen, in Straughan and Wrigley, 1980:55)

THE COMPLETED MATRIX

For the purposes of this evaluation, the terms "S.M.I.L.E. Program" and/or "program" shall henceforth refer to that program that was carried out at Broadmoor Junior High School in Sherwood Park during the period 1979-1982. Casual mention may be made of the center in Fort Saskatchewan, but only for the purpose of clarification or explanation.

ANTECEDENTS

As mentioned earlier, the evaluator must consider three categories of information. The first of these, antecedents, has been defined as conditions existing prior to instruction, that may relate to outcomes. When consideration was being given to the possibility of implementing the S.M.I.L.E. program, a survey of the junior high schools in the system was carried out in order to determine if there were any suitable candidates for such a program. The criteria for possible admittance to the S.M.I.L.E. program were as follows:

1. A failure to cope.

   The student is perceived as not being able to handle the regular junior high school program of studies due to variables other than intellectual capabilities. This may

manifest itself in the deterioration of academic achievement in the classroom.

2. A poor self-concept.

The student is perceived as possessing very little self-confidence or self-esteem. The student may believe, for whatever reasons, that he/she is incapable of achievement and thus will not attempt to achieve academically.

3. A negative attitude.

As a result of 1 and 2 above, the student has developed a very negative attitude toward school and authority to the extent that continued attendance in a regular program of studies is detrimental to the welfare of other students and staff. This may also lead to the next criterion.

4. A history of poor attendance.

Attendance guidelines indicate, or suggest, that continued non-attendance, without justification, in excess of 20% of the established attendance period be reported to the Truant Officer. Chronic non-attenders, then, could be defined as those students who, without valid reason, miss more than 20% of the total possible attendance time for any given period. Some students, in fact, have shown as high as a 60% absenteeism rate.

One or more of the above criteria had to be met before a student was considered for entry to the S.M.I.L.E. program. The first

step, of course, was to have classroom teachers, in the "feeder" schools, submit a list of possible candidates to their respective school counsellors. ("Feeder" schools are those schools that send students to the S.M.I.L.E. program at Broadmoor Junior High School. After the 1979-1980 academic year when the centre in Fort Saskatchewan closed, these schools were any junior high school under the jurisdiction of the Strathcona County Board of Education.) The students recommended for the program then had an interview or interviews with their school counsellor and a County of Strathcona S.M.I.L.E. Information Sheet was completed and submitted, during the first year of the program, to the Supervisor, Guidance and Counselling. Thereafter to the Supervisor, Pupil Services.

Some initial screening was carried out at this juncture in that the Supervisor, in consultation with the appropriate counsellor, removed the application of those students not suitable for the program. Some reasons for the removal of an application were:

1. The student shows a marked resistance to the program.
2. The parents show a marked resistance to the program.
3. The applicant cannot be located. (For example, they may have dropped out of school between the time of the interview with the counsellor and the time of the initial screening.)

Also at this time, the list of student candidates would be prioritized according to whether the student's need for placement in the program was critical, severe, moderate or mild.

The next step in the application procedure involved the final screening of candidates through an interview/orientation session with the Princial and possibly some staff of Broadmoor Junior High School, the perspective student, this student's parents, the Supervisor (Pupil Services), and the counsellor of the "feeder" school. During this session the program was described in detail to the student and his/her parents, questions were asked relating to the student's motivation in applying to enter the program and his/her expectations of the program. The students and parents were then given a tour of the facility and an opportunity was given for them to ask any questions they might have concerning the program. Some sessions become somewhat heated in that the parents, because of the state of their relationship (separated, divorced, etc.), could not agree on placement for their child. Those that objected to entry into the program usually did so on the basis of the negative reputation associated with the school by the community at large, and on the facility itself (an older building that had been relocated several times).

The above screening procedure was not used for year one student selection due to insufficient time and the fact that program staff had not been appointed by the time of selection.

The Principal at times felt these screening sessions to be an exercise in futility, in that there was not much use in denying an application because when suggestions were made to this effect, it was suggested in return by Central Office personnel that the student be admitted anyway. It was also felt that these sessions could be somewhat overwhelming for the student in that he/she could be surrounded by as

many as eight adults, plus being inundated with all sorts of unfamiliar information.

With the registration of the student in the S.M.I.L.E. Program, we can now move on to that section of the evaluation that Stake refers to as "transactions".

TRANSACTIONS

The second source of information to be checked is what Stake refers to as transactions and constitutes the process of instruction. In the S.M.I.L.E. Program the curriculum presented during years one, two, and three changed somewhat each year, in that teaching loads were changed, and courses were added to, or deleted from, the curriculum. The program changed as well at the beginning of year two when a teacher aide position was dropped and a guidance counsellor position was added. Also, at the beginning of year three one teacher left the program and was replaced by a new teacher. As well, it must not be forgotten that the center established in Fort Saskatchewan was closed at the end of year one and those students still wishing to continue in the program were then bussed to Sherwood Park to attend Broadmoor Junior High School. Over the first three years of the program, then, there were significant changes in personnel and facilities (locations) that interfered with the "gelling" process needed to stabilize the program.

During the first three years of the program, individualized instruction was considered to be the most effective means of achieving success, by the student, in the academic realm. The students' ability, attitude, and motivation, as exemplified in the earlier case studies, were important determinants of their success. It was also expected that

small group instruction and discussion groups be used to enhance social adjustment with his/her peers and adults.

The basic skills of communication and mathematics focused upon those areas that were considered to be essential for an individual to function positively and productively in society. The academic courses offered, Language Arts (including reading, spelling, and language), Mathematics, Science, and Social Studies, were individualized to a large extent with the exception of science and "grammar". Most students worked in the same curriculum or text book series but at different levels and different rates. Students wishing to take approved junior high school courses other than those offered in the program, or high school courses, were given the opportunity to do so through the correspondence school branch. Complete programs for grades seven, eight, and nine were offered in the areas of Language Arts and Mathematics. Initial academic placement was based on results scored on a Stanford Achievement Test battery administered upon entrance to the program.

Non-academic courses offered included Life Skills, Physical Education, and Integrated Practical Arts (shop). Life Skills comprised a large part of the program and work in this area was carried out almost continually but a specified time was set aside each day for either "Innerchange:. "Perspectives for Living", or just talk, to discuss self-awareness, self esteem and image, or to discuss values and behavior. Life Skills included the Social Studies component and considered such areas as:

1. Communications.

    a. Communication and myself

b. Development of communication skills.

c. Communication pitfalls.

2. Career Development

a. The decision to make progress.

b. Self-exploration

c. Occupations.

d. Exploring occupations.

e. Resume.

f. Interviews.

3. Stress.

a. What is stress.

b. Self-evaluation.

c. Confronting and handling stress.

d. Coping with feelings of being overwhelmed.

e. Techniques.

f. Dealing with stress.

The above topics were to have been presented by qualified social workers or youth workers but after two presentations the students resisted the workers presence to such an extent that the workers did not want to continue with their presentations so the decision was made to cancel the remaining ones. It was decided that the main reason for the lack of success of these presentations was that they were made to the student body as a whole and not to smaller groups of six or eight. Also, the students took exception to having what they referred to as "shrinks" trying to help them. Other areas such as Drugs, Alcohol, and Smoking, and Consumerism were covered as well.

The physical education component included gymnasium related activities and outdoor activities. Various community organizations offered to construct and carry out programs, or to provide programs, for this section of the curriculum. Examples of these were the County pool offering swimming lessons and instruction in canoeing, the recreation department in various leisure time activities, the St. John's Ambulance in first aid, and Hunter Training for programs and camps.

A third component of the program was that of Integrated Practical Arts. It was primarily devoted to wood working, with the students designing and building their own projects such as stereo speakers, waterbed frames, and cabinets. Individuals from the community also came in to present courses in various areas related to practical arts. The program (S.M.I.L.E.) received excellent cooperation from other community agencies such as Strathcona Family and Community Servies, the Royal Canadian Mounted Polic, Sherwood Park Recreation Department, the County of Strathcona Swimming Pool, Strathcona Youth Association, and the Department of Agriculture Home Economist.

Field trips and other programs were also included in the "Life Skills" component.

A final component of the program that probably enjoyed the most positive response from the students and community alike was the Work Study program. Attempts were made to place students in work stations best suited to their interests, however there were limitations to placements because of student ages and/or lack of suitable employer. The strongest motivating factors with the Work Study component appeared to be the monetary rewards gained by the students

from the work and the fact that they could legitimately miss school. During year one of the program there was not much preparation given to the student before he/she went to their work placement. There was some attempt made to familiarize them with the various forms they may have had to fill out, but not enough. The student generally was placed in one job station and stayed with it for the duration of the school year. Only about one quarter of the students were involved in work study the first year.

During the first year of the program the students were divided into two groups of fifteen students because there were two teachers. One a teacher/principal with special education experience, but not at the junior high level, and the other a teacher with no special education experience. Each teacher taught all academic subjects to their own group. All academic subjects were taught in the morning with the afternoons given over to the non-academic, optional, or presentational courses, work study, and field trips.

Student counselling was mainly performed by the principal and/or teachers. However, when necessary, students were referred to outside agencies such as Strathcona Family and Community Services or the psychiatric walk-in clinic. As an aside, a program policy that reduced conflict and confrontation for staff and students was one that allowed students to smoke in the school and on the school property during specified periods and in specified locations.

During the second year of the program a school counsellor was brought on staff in an attempt to provide more immediate assistance to those students requiring help and also to reduce the load on the

teachers. This counsellor was also assigned the task of coordinating the work study program. At this juncture some rudimentary job skills were introduced and a six week course was introduced at the beginning of the third year. All students registered in the work study program had to complete this course before they were placed at a work station.

The academic programming changed somewhat during the second year in that the subjects being taught were divided between the teachers so that one teacher taught all the students mathematics, science, and options while the second teacher taught language arts, social studies, and options. Rather than go into listing and describing the options and field trips, suffice it to say that they were many and varied and were designed to assist the students in self-improvement and to introduce them to the various opportunities and job expectations of the world of work.

At the end of year two the full time teacher left the program and a new teacher was introduced for year three of the program.

Year three of the program continued much as year two had progressed. Different options were introduced and more emphasis was put on academics as it was noted that more of the student population were continuing on to high school after graduation from Broadmoor Junior High School. At the end of year three the principal/teacher left the program and a new teacher was brought in.

At the conclusion of year three then, the staff had changed completely from what it was at the beginning of the program. Three

professional staff had left, three had replaced them. At the beginning of the program there were five para-professional positions. At the end of year one, three of these positions were closed. By the end of year three, the two remaining positions had been filled by two para-professionals new to the program.

Program Outcomes.

As stated throughout this work, the opportunities and experiences made available to these students have been many and varied and can be categorized into three main program types;

1. Academic upgrading programs.
2. Work study programs.
3. Self-improvement programs.

Each of the programs were designed to meet an individual student's needs but each student still had the option of taking part or not taking part in any program offered, with the exception of the academic programs.

While some of the students showed enough of an improvement in overall academic achievement, to at least the 10.0 grade equivalent level, to allow them to enter high school, a majority of the students did not but were allowed, primarily because of age, to register in a high school program. As stated earlier, the main focus of this evaluation is on whether or not the program at Broadmoor Junior High School assisted the students to be successful in either higher education or the world of work by doing a follow-up on the students who have left the program.

Figure 4.1 shows that, of those students who were enrolled in the S.M.I.L.E. program, the number who remain enrolled in high school decreases as the number of years since leaving Broadmoor Junior High School increases. These figures include all students who were registered to attend Broadmoor Junior High School and the S.M.I.L.E. program.

Figure 4.2 shows the percentage of S.M.I.L.E. graduates who registered for and attended high school to work toward a high school diploma and who are still enrolled in an educational program. This excludes those who left the program of their own volition, were removed from the program by the administration, or who are currently enrolled in the S.M.I.L.E. program.

Figure 4.1 The percentage of S.M.I.L.E. Program Students currently enrolled in an educational program (excluding the S.M.I.L.E. program).

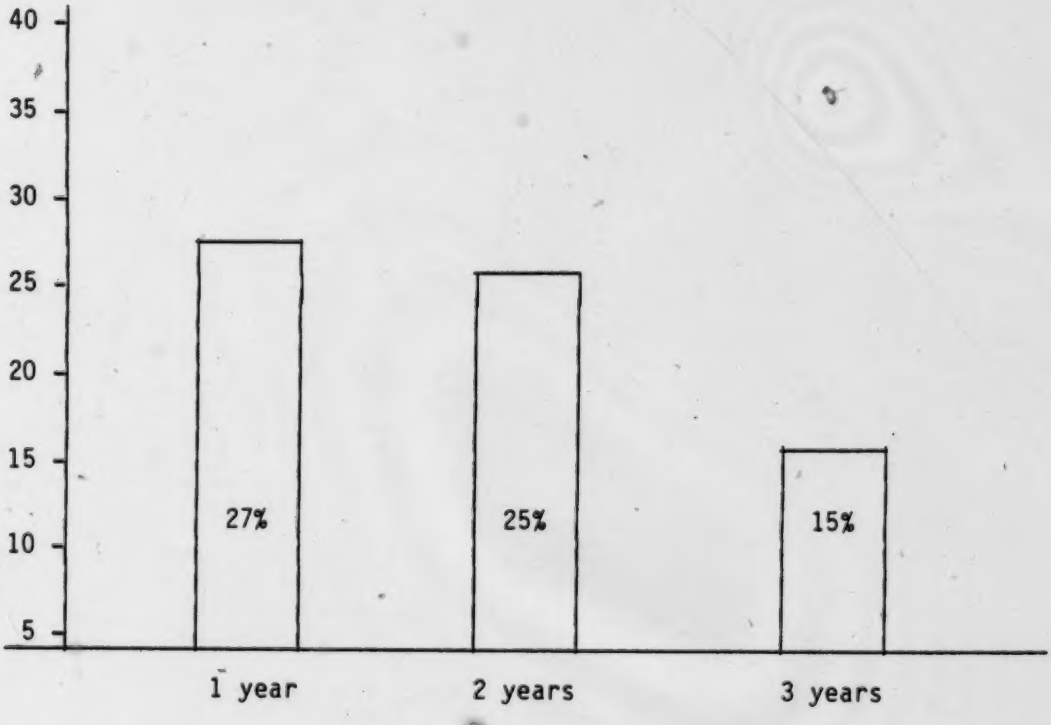
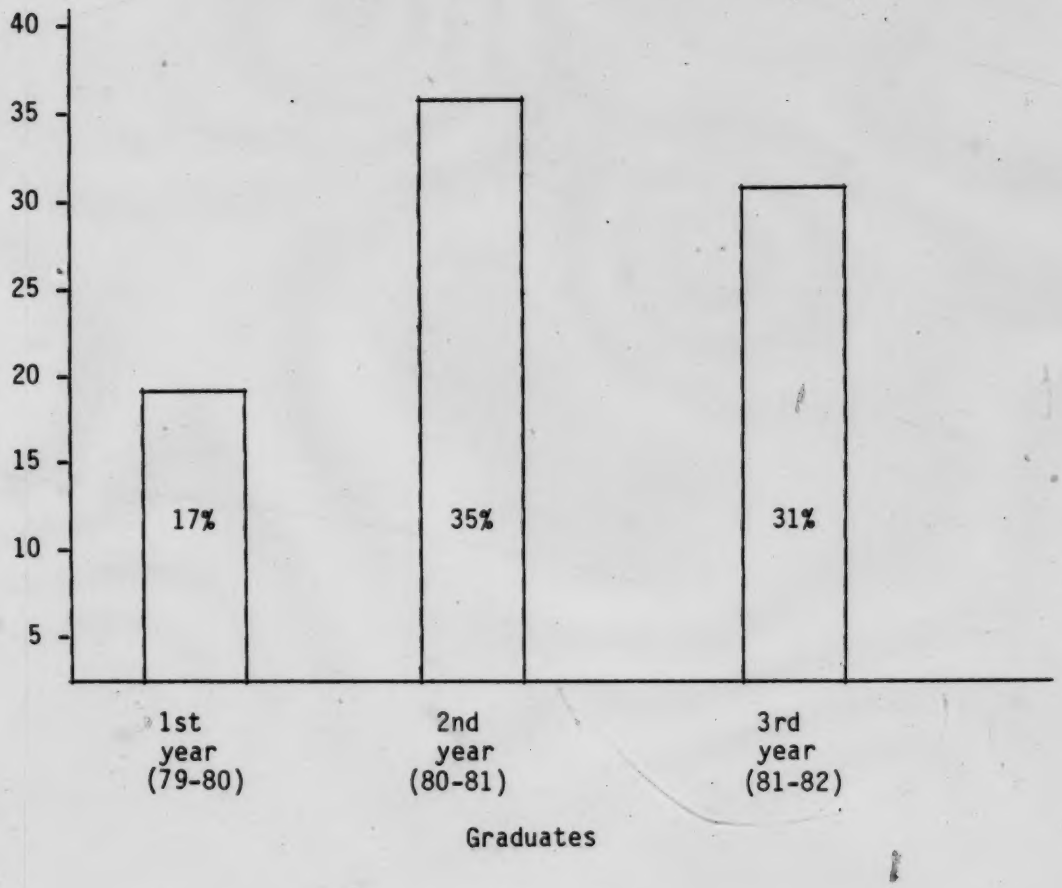


Figure 4.2 The percentage of S.M.I.L.E. Program Students graduates currently enrolled in an educational program (excluding the S.M.I.L.E. program).



The number of students not currently involved in an educational program totals seventy-three. Attempts were made to contact as many of these students as possible but only thirty-five were able to be contacted. Upon contact, three questions were asked of the student, if available, or their parents. These questions were;

1. Have you been steadily employed since leaving school?
2. Are you currently employed?
3. Are you currently taking any up-grading courses?

The respondents were asked to answer a simple "yes" or "no" to each question.

Figure 4.3 shows how the respondents answered the above questions. It would appear by the figures that most of the student contacted have not been steadily employed, are not now employed, nor are they attempting to up-grade their qualifications.

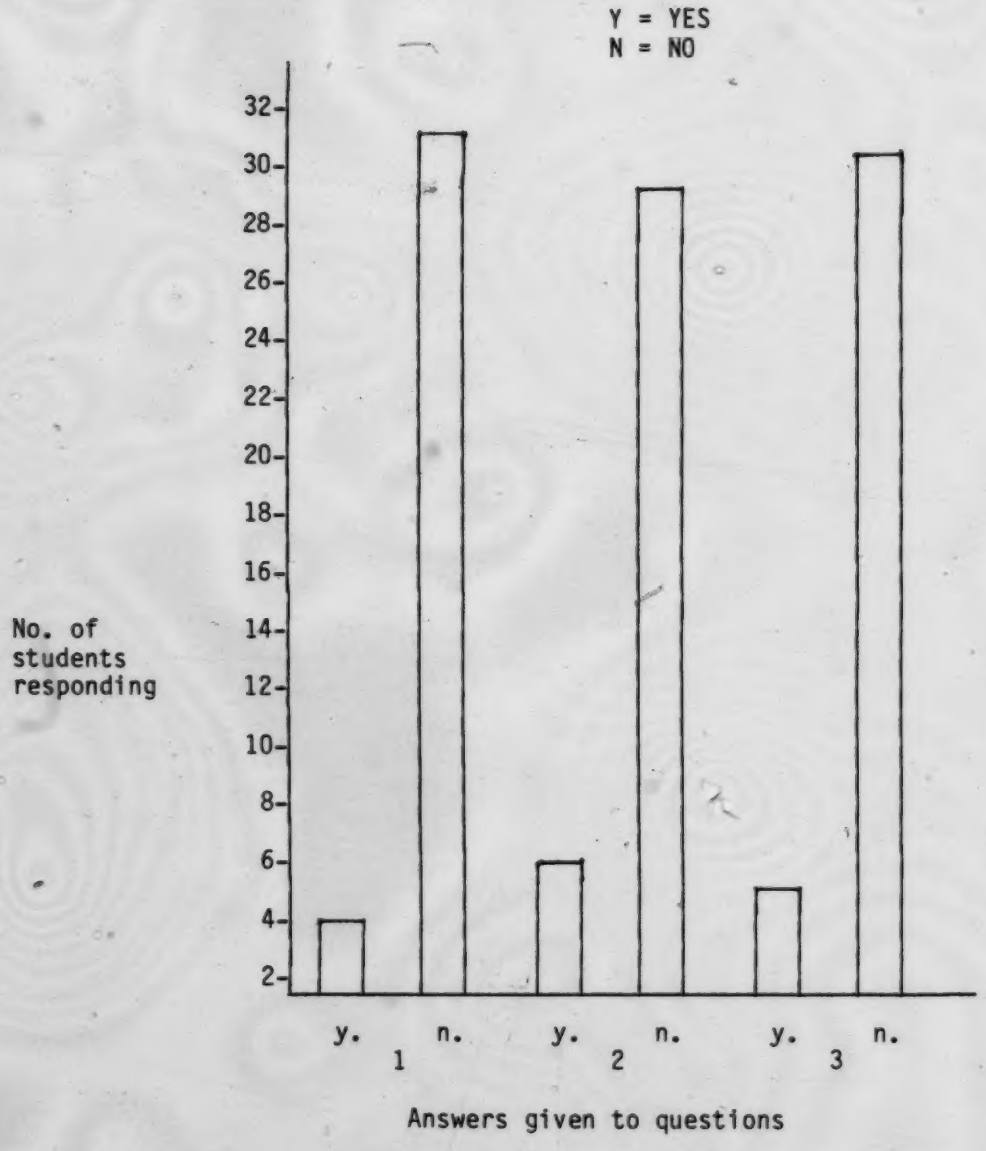


Figure 4.3 Results of telephone questionnaire.

Of the remaining thirty eight students that were not contacted, the most frequent reasons were that the telephone numbers

were "silent" or not made public, and that the telephone numbers had been re-assigned to a new subscriber with no new listing for the student's family in question.

Program Costs.

To operate a program such as this the funding required is very high. Costs to be considered are staff salaries and benefits, educational and optional materials (both hardware and software), facility operation and maintenance, and transportation costs to name but a few. It is estimated, based on the budgets submitted for years one, two, and three, that it costs approximately $4,000.00 per student per year to operate the S.M.I.L.E. program. This compares to approximately $2,000.00 per student per year in a "regular" junior high school program.

When discussing the cost of a program of this nature it must be realized that the amount of money spent is not the only "cost" to be considered. One must also consider costs such as the effect on the community in the vicinity of the program center and the effect on the staff, both mentally and physically.

With regard to the effects on the community, it became apparent that, because of the type of student in the S.M.I.L.E. program, Broadmoor Junior High School had a very negative reputation. At various times most of the recreational facilities surrounding the school had banned S.M.I.L.E. program students from using those facilities because of disrespect toward the recreational staff, vandalism, theft, and inappropriate behaviors. When juvenile criminal activity occurred in

Sherwood Park or surrounding area, the R.C.M. Police almost routinely checked the school first.

As stated earlier, one must also consider the costs in terms of effect, both mentally and physically, on the staff. Again as stated earlier, there has been a 100% turn-over in both professional and para-professional. Staff members have "burned Out" and suffered emotional and physical (exhaustion) disorders as a result of participation in the S.M.I.L.E. program. Several staff members left of their own volition but one staff member had to be removed as they were not functioning in a manner supportive of the program. Another staff member, after two months with the program, had to be talked out of leaving the program right then and going back to an Enclosed Learning Assistance class for younger pupils. Another staff member did not want to accept further duties in the school as it "was nice to get away from here" and work in the community.

A team approach to this type of program would be ideal. However, staff members involved must be able to operate responsibly and contribute in a positive manner to the program. It is extremely difficult to find staff members who agree to one approach or philosophy and who are willing to work supportively and cooperatively with one another, in a high-risk environment such as the S.M.I.L.E. program, to provide the best possible program for the students involved.

MacKay and Doherty (1972:48) state that "The energy and psychic drain produced by working with high risk students in settings that do not always provide a full range of professional support services may, eventually, take its toll." Professional staff assigned to

programs such as the S.M.I.L.E. program need support and encouragement from those professionals around them as they very seldom receive much from the students involved. The professionals involved in the program should have training and experience in special education, especially at the junior high level. MacKay and Doherty (1982:48) go on to state that

> Unless some attention is given to pre-service and in-service education of teachers for such projects and unless a full discussion of the problems of recruitment and retention takes place, there may be a significant shortage of teachers needed to operate programs of this nature.

Figure 4.4 Rationale.

A program is required whereby troubled and disruptive youth can learn to function positively and productively in society.

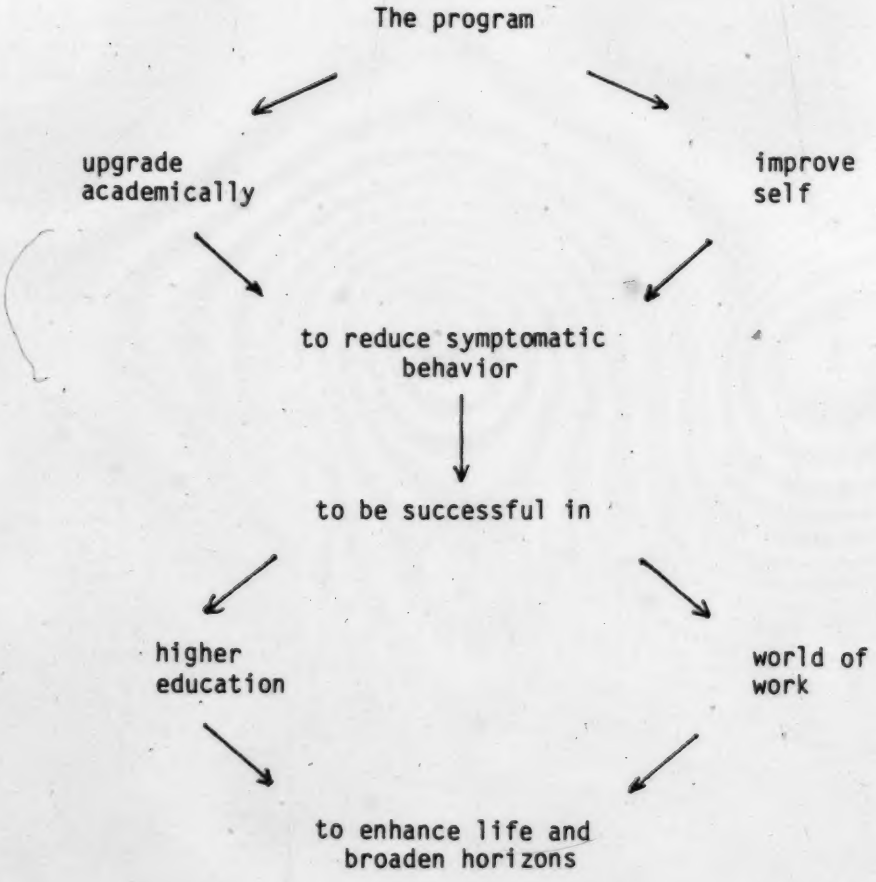


Figure 4.5

Antecedent Intents and Observations

Intents	Observations
1. a) To assist students to cope or be successful in a regular school program of studies.	1. a) Appeared to be able to comprehend and carry out "concrete" operations. A problem of inferring and drawing conclusions from subject matter presented was exhibited, to various degrees, by the student population. Some difficulty noted when working with abstractions. It may have been very much a matter of the students' having the ability but not wanting to use it. Subject matter geared to individual student needs and program designed around this type of student. In some cases great strides were made, in others only a little, and in some cases there was a regression.

Intents	Observations
1. b) To assist students to function positively and productively in the world of work.	1. b) Success again depended very much on the individual student. Some were placed in a work station and were successful in it for the allotted duration. Others would be placed and decide they did not like it or it was too menial for them and either quit or get themselves fired.
2. To develop positive self-confidence and self-esteem.	2. A very nebulous and subjective observation to make. It would depend a great deal on who was making the observation and under what conditions. Students may exhibit self-confidence and esteem in areas where they have experienced success in the past but not in areas with a negative history.

Intents	Observations
3. To develop a more positive attitude toward school and authority.	3. Whether there had been any improvement in the attitude of the students is questionable. Most of the students looked upon school, and teachers, etc., as a necessary evil that had to be endured. However, early questionnaires regarding student attitude indicated parents felt their student's attitude had changed more than the students felt it had changed.
4. a) To assist the students to achieve sufficient motivation for education to attend school on a regular basis.	4. a) Attendance did improve.
b) To assist students to achieve sufficient motivation for employment so that they can be gainfully employed and remain so through regular attendance.	b) While there were some problems with students not wanting to go to work at times, it was generally accepted that attendance at work stations was satisfactory.

Figure 4.6

Antecedent Standards and Judgements

Standards	Judgements
1. a) Not really specified, but student had to carry out assignments and course work successfully. Some specific courses, i.e. mathematics, required a mark of 80% on a unit test before a student could progress to the next unit.	1. a) The students were successful, with reservations, in the program in that they increased their academic achievement level.
1. b) Not specified other than to hold a job over a period of time and meet the expectations of the employer. Again, no complete records were kept as to how many students were involved in the work study program, how many held their jobs successfully, how many quit, or how many were fired.	b) No judgement made due to lack of comprehensive records.

Standards	Judgements
2. Standardized testing was not introduced until the third year of the program. The results of this testing were not available.	2. No judgement made.
3. Not specified.	3. No judgement made.
4. a) An average of 80% of attendance for the class as a whole.	4. a) The program was successful in motivating students to attend.
b) Students to attend work stations unless officially excused from attendance. Standard not really specified. Each case judged on own merits.	b) Judged successful for those students who remained in the work study program.

Figure 4.7

Transaction Intents and Observations

Intents	Observations
1. To make the program interesting, useful and more applicable to the students serviced. a) academics. b) life skills. c) options. d) work study.	1. The program offered what the students needed but, again, if the student was not receptive success was not forthcoming. The parents and students appeared enthusiastic about the program although there were concerns. a) academics were remedial, not necessarily preparing student for high school or trades entry. b) life skills alright but parents wanted more structure and discipline. c) options seen as not being too well organized. Parents questionned usefulness of some for this type of student. d) parents and students wanted more meaningful work assignments. Students especially thought they should be paid a high wage. Expectations of staff, students, and parents not always in concert.

Figure 4.8

Transaction Standards and Judgements

	Standards	Judgements
1. a)	Academics, life skills, options standards were not specified as in some cases they changed frequently and depended a great deal on the individual student. The main objective was to prepare students to function successfully in high school.	Academic achievement, on the average, improved somewhat but did not legitimately allow for high school entrance. All students went into remedial level courses.
b)	Not specified.	No judgement made.
c)	Not specified.	No judgement made.
d)	Not specified for work study and related courses. The main objective was to prepare students to function successfully in the world of work.	Not all students took part in the work study program. Not all students were successful. No judgement made.

Figure 4.9

Outcome Intents and Observations

Intents	Observations
1. Those students who wish to continue on to high school do so and are successful in high school.	1. There appeared to be three classifications of students in this category; those who did not show up at high school, those who showed up and later dropped out, and those that showed up and stayed. The majority fit into the first two classifications.
2. Those students who wish to enter the work force do so successfully and remain gainfully employed.	2. There appears to be three classifications of students in this category; those who did not get jobs, those who got jobs then lost them, and those who got jobs and remained gainfully employed.

Figure 4.10

Outcome Standards and Judgements

Standards	Judgements
1. Those students attending high school successfully complete a senior high school course of studies. No percentage or student number established as benchmark or standard for success.	1. It would appear that, as of 22/4/83. 23.9% (23 of 96) of the students have chosen to continue in an education program and are still enrolled. Because there was no benchmark set it is extremely difficult to judge the success or failure of this program. However, a 23.9% return on an investment of this magnitude should be deemed too low and the program judged unsuccessful.
2. Those students who enter the work force became and remained gainfully employed.	2. It would appear that, of the students questionned, most have not been, and are not now steadily employed. Only four students indicated they are taking some kind of up-grading course, be it educational or job related. Again, there was no benchmark set but it would appear that the S.M.I.L.E. program has not been successful in this area.

CHAPTER 5

> Outcomes are important, but the reason or reasons for a project's success or failure may lie in its design, in community support or resistance, in the overall administrative efficiency, or in the nature of the selected population.
>
> (Hayman & Napier, 1975:58-59)

DISCUSSION AND RECOMMENDATIONS

Discussion.

As discussed earlier, all aspects of the program could not be evaluated. Some aspects of the program could be successful while others could not be successful. It is apparent from the overall improvement in attendance rates for these troubled and disruptive students that the concept of this type of school is a good one. The students appeared to like the idea of the low pupil/teacher ratio, the opportunity to work at their own rate and therefore at their own success level, and the opportunity to participate in a work study program.

That the program is fulfilling a need in the community is obvious from the point of view of keeping these fourteen, fifteen, and sixteen year old young people in school for one or two years more than would probably have been expected. The program also removes these young people from their peers in a "regular" classroom where they more often than not were a disruptive or disturbing influence. Some junior high school Principals and student Counsellors have expressed the opinion that with the entry of the troubled and disruptive students into the S.M.I.L.E. program they had more opportunity to carry out more positive and constructive activities because they were not spending a lot of their time dealing with situations involving this type of student.

Of the ninety-six students who were enrolled in the S.M.I.L.E. program at various times between 1979 and 1982, this evaluator was able to establish the status of fifty-eight students, through Board of Education records and personal or telephone contact. The following is a tabulation of the results.

Number of students contacted----------58

Number in school----------23

Number out of school----------35

Steadily employed since leaving---------- 2

Not steadily employed since leaving--------33

Working now---------- 4

Not working or attending school----------29

In terms of percentages, the number contacted was 60.4%, the number still in school is 39.6%, the number out of school is 60.3%, those students steadily employed since leaving school is 5.7%, those not steadily employed since leaving school is 94.2%, those students working now is 12.1%, and finally those not working or attending school is 50%.

Of those former students not contacted, an "educated guess" (which one should not do in an evaluation!) would put the majority of those former students in the "not working/not attending school" category as that had been their history prior to the time contact with them was lost. Several had also been in jail or on probation.

That the program has been successful in some areas does not outweigh the fact that there are still better than fifty percent of the former S.M.I.L.E. students who are not functioning positively and productively in the work force or in an educational program. In total it

is known that twenty-nine of the original ninety-six students have met either of the general goals or objectives of the program. This results in a success rate of 30.2%. It is the opinion of this evaluator that those students who are currently experiencing success in school or the work force would have done so regardless of the program and if more intensive one-to-one assistance in all areas was available in a "regular" program, with access to a work study program.

A conclusion that could be drawn from these figures is that there is still, even with the many alternatives in educational programs, a hard core of young people that just would not, or could not, be accomodated. That the S.M.I.L.E. program helped some is without question. What of those remaining?

The question, then, is not one of whether or not the program should be terminated but is more a question of how to modify it to meet the needs of those students who;

1. attended the S.M.I.L.E. program but did not benefit.
2. are still in the "regular" school program but who are not benefitting from intensive remediation provided by the educational specialists in the school.

The program is of value to the community but could be of even more value with a radical modification.

During the follow-up segment of the evaluation it became obvious that most of the remaining students were at "loose ends" and, after attempting to enter the work force with little formal education and even less skills training, they have now discovered, on their own, that some sort of educational training and/or up-grading is essential to gain and

hold the types of reasonably paying jobs they had envisioned when in the work study component of the program. Granted that there are programs in place, such as the Adult Vocational Center and the Alberta Correspondence School, which provide opportunities for up-grading but the former has a long waiting period of almost two years and the latter does not provide immediate feedback or assistance to encourage the student in his/her progress, which is what this type of student requires.

Recommendations.

It is recommended that, because of the high cost (twice that of students in "regular" programs) and the apparent low rate of success, the S.M.I.L.E. program be terminated and that, possibly in collaboration with Alberta Education (E.O.F.) a new program be developed whereby:

1. those students under the ages of sixteen who cannot cope with a "regular" junior high school program but who still wish some sort of up-grading be allowed, after consultation with their parents, school principal and a program advisor, to leave school but remain enrolled in...
2. those young people who have already left school but wish to up-grade themselves and their qualifications have access to...

a program which would provide opportunities for:

1. intensive up-grading in the essential subject areas of English and Mathematics which
   a. should concentrate on basic facts of knowledge and
   b. should not be concerned with "frills" such

as field trips, physical education, industrial arts, or other academic subjects such as Social Studies and Science.

2. intensive "life skills" training concentrating on
   a. getting and keeping a job.
   b. developing social skills.
3. alternative work programs which may be
   a. paid or volunteer positions.
   b. people related or manual labor.
   c. within the student's area of interest.

As well, the parents or guardians of these students must be continually involved in a positive and supportive manner.

One problem that was evident was the large number of personnel, over and above program staff, who were involved with the program. Should a new program be developed, it is recommended that one staff member (similar to a "homebound" teacher) be responsible for the operation of the program and contact with outside agencies.

By accepting these recommendations the Strathcona County Board of Education would surely capitalize on the E.O.F. program's encouragement of "significant educational experimentation" (MacKay and Doherty, 1982:62).

Concluding Statement.

Having been intimately associated with the S.M.I.L.E. program for three years, from 1979 to 1982, as Principal/teacher, it has been somewhat of a chore for this evaluator to separate his subjective views

from the purely objective. It is hoped that this evaluator did in fact meet the standard set by Cooley and Lohnes (1976:349) when they state

> An inevitable tension in the evalution enterprise results from the push and tug between humanistic and technical concerns. Evaluation is about and for people. Its raison d'etre is to help people provide better schooling for their children and their fellow human beings.

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APPENDIX A

S.M.I.L.E. Information Sheet

COUNTY OF STRATHCONA

S.M.I.L.E. Information Sheet

(To be completed by the nominating school) Date:_____

SCHOOL_____

PERSONAL DATA

NAME OF STUDENT_____

(Last) (First) (Middle)

BIRTHDATE:_____

(Month) (Day) (Year)

AGE as of September 1, 198__: Years_____ Months_____

ADDRESS_____ PHONE:_____

NAME OF PARENTS/GUARDIAN_____

_____

SCHOOL DATA

CURRENT GRADE OR PROGRAM_____

SCHOOL LAST ATTENDED_____

INTELLECTUAL ABILITY

WISC-R: Verbal_____ Performance_____ Full Scale_____ Date_____

Lorge Thorndike: Verbal_____ Non-Verbal_____ Date_____

OTHER_____

ACHIEVEMENT (Standardized Tests)

1. Canadian Test of Basic Skills: Please attach profile. Year_____

2. Differential Aptitude Tests: Please attach profile. Year_____

3. Wide Range Achievement Test: Year_____

Reading Grade _____ Arithmetic Grade _____

Spelling Grade _____

cont'd

ACHIEVEMENT

LANGUAGE ARTS

Regular Program ☐

Modified Program ☐

Learning Assistance ☐

Please list the texts and resources used with the above student. This information will assist us in planning a program.

_____

_____

_____

_____

_____

_____

_____

Please circle the appropriate letter:

Reading	A	B	C	D	E
Written Expression	A	B	C	D	E
Listening	A	B	C	D	E
Speaking	A	B	C	D	E

SCALE: A (80-100%); B (65-79%); C (50-64%); D (40-49%); E (below 40%).

ACHIEVEMENT

MATH

Regular Program ☐

Modified Program ☐

Learning Assistance ☐

Please list the texts and resources used with the above student. This information will assist us in planning an appropriate program.

_____

_____

_____

_____

_____

_____

_____

Please circle the appropriate letter:

Demonstrates an understanding of facts and concepts:	A	B	C	D	E
Demonstrates computation and related skills:	A	B	C	D	E
Demonstrates problem-solving skills:	A	B	C	D	E
Uses related language skills	A	B	C	D	E

SCALE: A (80-100%); B (65-79%); C (50-64%); D (40-49%); E (below 40%).

ACHIEVEMENT

Social Studies:

Science:

Physical Education:

Options:

OUTSTANDING INTERESTS AND ACHIEVEMENTS

(Indicate any demonstrated interests in vocational education, etc.)

_____

_____

_____

ATTENDANCE

Please indicate the percentage of days absent during regular term. (Indicate whether poor attendance was caused by long-term illnesses)

Grade	Actual out of Total Possible
Seven	_____
Eight	_____
Nine	_____

_____

Relationship with teachers and/or administrators:

_____

_____

_____

Relationship with other students:

_____

_____

_____

Classroom behavior and work habits: (motivation techniques)

_____

_____

_____

(Continued)

Medical problems and/or health conditions requiring special consideration in school:

_____

_____

_____

_____

Summary Statement:

_____

_____

_____

_____

_____

_____

_____

_____

_____

THIS RECOMMENDATION IS MADE IN THE BELIEF THAT PLACEMENT IN THE SMILE PROGRAM IN 19___/___ WILL DO MOST TO FURTHER THIS STUDENT'S DEVELOPMENT.

_____ _____

Signature of Counsellor Signature of Principal

Date: _____

APPENDIX B

Year One S.M.I.L.E. Evaluation (Conclusion)

III. CONCLUSION

The evaluation of parents, students, teachers, principals and the aides indicated some start-up problems. A main problem was one of confusion, or appearance of confusion, due to lack of information about the students and parents, and a searching for appropriate programs for the students. This is understandable as the lead time necessary to introduce this new program was limited. At the mid-point of the first year of this E.O.F. Program other difficulties have been experienced. The school within a school concept has caused difficulties for the students, the aides, the teacher and for the school administrators. The off-campus school had a pupil/teacher ratio of 15 to 1 which was excessive. A greater emphasis has had to be placed on student counselling than was initially planned. The importance of the past five months' experience in revealing unanticipated difficulties should not be overlooked.

The objectives of the program are being met to varying degrees. Student attendance has shown good improvement, as has student academic performance. Student behavior shows a positive trend with no students indicating a deteriorating attitude. The object of assisting students to choose between attending high school or becoming gainfully employed cannot be adequately assessed as the program has not been in existence for a sufficient period of time. However, one student was registered into a high school program for the second semester and two students left school to enter the work force. Criteria for determining success of such a program, and reasonable bench marks set to indicate that a satisfactory level of achievement has been reached, would be convenient but difficult to apply. Each student has to be considered on his own merits, thus standardization is not practical.

.../11

APPENDIX C

Year Two S.M.I.L.E. Evaluation Summary

SUMMARY

1. The Broadmoor survey revealed general satisfaction with the program during the 1980-81 school year. The following were indicated as being particularly effective:
   a) The Work Experience program
   b) The Counselling program
   c) The excellent rapport which developed because of the small size and particular characteristics of the program
   d) A feeling on the part of many parents that, although their child was still unsocial and difficult to handle, the Broadmoor program had kept him in school where he otherwise would almost certainly have quit. The extra year gives youngsters a chance to grow up a little and be more prepared to leave school if that is what they decide to do.

2. Several areas of concern were identified and suggestions were put forward for their alleviation. Among these areas of concern were:
   a) Academic Subjects
      - concern over poor rate of pupil progress - are pupils really being prepared for high school?
      - inadequate reporting to parents and pupils of pupil progress
      - ineffective program scheduling, too much unscheduled time, particularly in the afternoons
      - lack of suitable "atmosphere" for learning

   b) Pupil Behavior
      - socially unacceptable language and behavior
      - vandalism
      - lack of consistency and follow through in application of rules and programs
      - a pervasive attitude of disrespect

The staff of the school and Central Office personnel have made suggestions for changes which may eliminate the concerns which were expressed while retaining the many positive and worthwhile features of the project. It is intended that a meeting of the professional personel involved be held in late August and that a schedule of program remediation, development and evaluation be prepared.

In summary it appears that in spite of expressed concerns about the program and its administration, the Broadmoor program appears to be popular with both parents and pupils and is fulfilling a need in our school system.

APPENDIX D

School Inspection: Summary and Recommendations

SUMMARY AND RECOMMENDATIONS

The Principal and staff at Broadmoor School have endeavoured to provide a program to meet the needs of the pupils. The emphasis on pupils has been excellent and pupil reaction supports the work done to date.

It was unanimously agreed that Broadmoor has served a very useful purpose and aided pupils over difficult periods of transition from school to either the world of work or future schooling. This type of program needs annual evaluation as needs of the pupils and the System vary.

Although none of the following recommendations is categorized as a long range priority, because it is unknown whether the school will continue, there needs to be a long range emphasis on program development. The major goal of the program is to assist the pupils in overcoming individual problems and in adjusting to their respective futures. This is done through interaction within the framework of a curriculum. A more formalized approach to curriculum development should provide more teacher time to be devoted to individual pupils. The retention of units/modules developed would also provide continuity should there be changes in staff.

The E.O.F. Program was hastily introduced because of the late announcement of available funding. The Program was innovative and previously untried in this System. The Principal was new to administration. Teachers, initially two, had only ten days to prepare a program. This was not the best way to introduce a new program. The success of the program can be attributed to the enthusiasm of the teachers and the support of Central Office.

To be more successful the following recommendations are made:

PRIMARY RECOMMENDATIONS TO THE PRINCIPAL

- That the Principal assess staff utilization and develop strategies that would free time for curriculum development and/or individual instruction. Priorities for the use of time available should then be set in relation to the objectives to be achieved.

- That the Principal establish a supervision schedule for the recreation lounge area.

- That the Principal, in consultation with the caretaker, establish responsibilities for the cleaning of the students' lounge area.

- That the Principal address items 7 and 8 in the Fire Marshall's report, Appendix B, namely:
  1. Remove all combustible waste from Room C.
  2. Order a flammable liquids storage cabinet.

- That the Principal in consultation with staff, establish a plan for the retention of curricular units/modules and for the development of additional units/modules. Further, that emphasis be placed on this aspect in 1982-83.

SECONDARY RECOMMENDATIONS TO THE PRINCIPAL:

- That the Principal initiate contact with the feeder and receiving schools' administrators to discuss future candidates and follow up graduates of the program.

- That the Principal assume the responsibility for following through on agreed upon decisions and subsequent agendas and minutes should show action taken.

- That the Principal budget for and plan to attend in 1982 a professional development seminar in the field related to the operation of the Broadmoor Program.

- That the Principal implement the previously listed accounting practices.

- That the Principal place an emphasis on the integration of skills and content into a more cohesive program that blends the subject areas.

- That the Principal, for September, 1982, introduce the concept of Individual Pupil Needs and Progress Files separate from the Cumulative Record. It is expected that pupil needs be identified and prioritized so that all teachers meeting the pupils will direct their instruction toward objectives established. Individual Education Programs (I.E.P.'s) should be considered.

PRIMARY RECOMMENDATIONS TO CENTRAL OFFICE:

- That Central Office examine Appendix B and give priority to those items of concern.

- That Central Office in consultation with the Principal, structure the gathering of appropriate specific data required from the feeder schools.

VITA

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DATE OF BIRTH: 1943

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